QUEENSLAND ACADEMIES *HEALTH SCIENCES CAMPUS*

Responsible Behaviour Plan for Students

1. Purpose

The Queensland Academies, Health Sciences Campus' (QAHS) students have the right to receive a quality education and acquire values supportive of their well-being. We believe this plan sets the framework for an Academy culture that:

- Provides an opportunity for all students to reach their learning potential.
- Ensures the safety and lifelong well-being of staff and students.
- Fosters confidence, responsibility and self-discipline.
- Assists students who may exhibit challenging behaviour to accept responsibility for themselves and their actions.
- Provides a social framework allowing every student to learn and succeed.
- Cultivates integrity and mutual respect.
- Develops leadership skills.

2. Consultation and data review

QAHS developed this plan in collaboration with our school community. Inclusion of consideration of data on OneSchool and from our 2016-2018 School Opinion Surveys informed the plan. A review of school data relating to attendance, unexplained absences absenteeism, school disciplinary absences, online behaviour, including inappropriate use of mobile phones or other electronic devices from 2016-2018 and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal and the School Council in February 2019 and will be reviewed in 2021 as required in legislation. Individual policies or procedures may be reviewed throughout the life of this Plan as deemed necessary by staff of QAHS.

3. Learning and behaviour statement

In order to be able to provide each student with the opportunity to reach their potential, students should expect to:
- Be able to learn without distraction or interference from others.
- Work in a safe environment.
- Feel safe from harassment, bullying and discrimination.
- Be shown respect by their peers and teachers.
- Be empowered to take responsibility for their own behaviour and progress.

Respect:
Treat others with consideration and regard, respect another person's right to hold views and express these.

Responsibility:
Be accountable for one's own actions, resolve differences in constructive, peaceful ways, contribute to society and civic life and take care of the environment.

Honesty and Trustworthiness:
Be honest, sincere and seek the truth.

Understanding, Tolerance and Inclusion:
Be aware of others and their cultures, accept diversity within a democratic society, be included and include others.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

▪ Universal behaviour support

It is recognised that there are four key stakeholders within the QAHS community:

*Students   *Teachers   *Non-teaching staff members   *Parents

Each enjoys certain rights and responsibilities that need to be considered by all those involved in our school community if it is to function effectively and efficiently.

In order for QAHS to operate effectively and serve the needs of all members of our community, it is understood and accepted that certain kinds of behaviour are expected.

We believe that each person has rights that should be recognised and respected by all those involved in the school community.

Related to these rights are certain responsibilities that must be adopted and fulfilled by each member of the Community.

It must be realised and accepted that certain consequences will occur when these rights are infringed upon or responsibilities are not accepted.

This school believes in the reality of the following pertaining to students and school life, and accepts that we must work with each of them in mind.

�’ Students are all capable of displaying acceptable levels of behaviour.
◘ Students will make inappropriate choices of behaviour from time to time.
◘ Quality, effective teaching cannot take place without appropriate levels of student behaviour.
◘ Behaviour management must be administered consistently and fairly to be acceptable to all concerned.

RIGHTS OF STUDENTS
Students have the right to:
◘ be respected by all members of the community;
◘ work without interference from others;
◘ learn at a level appropriate to their needs;
◘ express themselves in a socially acceptable manner;
◘ feel safe at school;
◘ have all property respected and safe;
◘ be free from verbal and physical abuse;

�’ receive adjustments appropriate to their learning and/or impairment needs.

RESPONSIBILITIES OF STUDENTS

Students have a responsibility to:
◘ accept others regardless of race, religion, etc;
◘ take full advantage of all learning opportunities available;
◘ respect the property of the school and other community members;
◘ follow school rules or learn to accept the consequences of decisions;
◘ refrain from harassing or bullying others;
◘ respect the rights of teachers to direct actions to occur.

RIGHTS OF TEACHERS

Teachers have a right to:
◘ be respected as individuals and for their expertise;
◘ assist students to learn and a right to teach;
◘ appropriately express their opinions;
◘ manage students' behaviour;
◘ be treated with respect and courtesy;
◘ feel safe at school;
◘ expect full support from Parents, the School Administration and Education Queensland;
◘ be allowed to direct their teaching at specific needs of students and aim to achieve maximum student potential.

RESPONSIBILITIES OF TEACHERS

Teachers have a responsibility to:
◘ ensure the consistent implementation of the Responsible Behaviour Plan throughout the school;
◘ encourage acceptable patterns of behaviour in all students;
◘ accept and follow school rules and encourage others to do likewise;
◘ promote a safe environment which respects individuals and their property;
◘ treat others with respect and courtesy;
◘ deal with parents and colleagues in a professional manner;
◘ be receptive to other's opinions;
◘ periodically review the Responsible Behaviour Plan.

RIGHTS OF PARENTS

Parents have the right to:
◘ have their child's needs catered for reasonably within the parameters of school resourcing;
◘ be respected and treated as the major influence of their child's development;
◘ be able to express themselves on matters of school policy, through the appropriate channels;
◘ be kept informed of their child's social and academic development;
◘ have access to school personnel at mutually appropriate times;
◘ feel safe within the school environment.

RESPONSIBILITIES OF PARENTS

Parents have a responsibility to:
◘ encourage good behaviour in children;
◘ model fair treatment and appropriate behaviours;
◘ take an active, positive and ongoing interest in their child's academic and social development;

- provide support to the school to put this Responsible Behaviour Plan into place;
- recognise that the major responsibility for attaining educational goals rests upon the teaching staff;
- ensure their child attends school regularly, appropriately dressed, fed and equipped.

QAHS implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the Student Handbook, enabling parents to be actively and positively informed of the school's behaviour expectations.
- Implementation of specific policies to address:
    - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
    - incidents of bullying, including cyberbullying (Appendix 2) *Procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection)*
    - Appropriate use of social medial (Appendix 3) *Laws and consequences of inappropriate online behaviour and cyberbullying*

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

- **Targeted behaviour support**

A range of programmes have been designed to cater for the individual needs of students to build on social and life skills that will facilitate high standards of behaviour. Through Mentor Learning Communities' (MLC) Human Relationships Education and Life Skills programs, the continued reference to and reinforcement of actualising the attributes of the International Baccalaureate (IB) Learner Profile, and every day professional interactions promoted by QAHS, the unique environment of a senior secondary school for high achieving, motivated and intelligent students is upheld and celebrated. CAS, year level camps, motivational guest speakers, Griffith university visitors, local, national and international visitors, year level and full school assemblies and year level retreats are events that clearly and consistently promote an expectation of students that their behaviour is exemplary.

- **Intensive behaviour support**

QAHS is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and

challenging behaviours need comprehensive systems of support. Specialised assistance is sought from a variety of personnel and organisations who:

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with the School Leadership Team to achieve continuity and consistency.

Specialised support is sought after discussion with the student and where relevant, staff and parents.

These may include:

- Guidance services (school based);
- Department of Child Safety;
- Department of Education and Training (DET) Queensland and Regional Office personnel;
- Child Youth Mental Health Services;
- Lifeline / Kids Help Line.

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed at serious risk.

Basic defusing strategies

- *Avoid escalating the problem behaviour*
- *Maintain calmness, respect and detachment*
- *Approach the student in a non-threatening manner*
- *Follow up strategies*
- *Debrief*

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that QAHS staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a

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hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

Record keeping: Each instance involving the use of physical intervention must be formally documented in One School.

6. Consequences for unacceptable behaviour

The consequences of breaches of the stated standards of behaviour will be addressed through the Academy's Behaviour Management Process. The Administration will communicate consequences taken to staff members and to all relevant stakeholders involved in the process.

Students who commit serious breaches of the code or persistent breaches of a less serious nature of the code may be suspended, excluded or have their enrolment cancelled by the Principal. Student Disciplinary Absences are to be used only after consideration has been given to all other responses.

The following Responsible Behaviours are provided as a minimum standard to guide all students enrolled at the QAHS.

Health and Safety:
Students are expected to behave in a manner that maintains their own safety and that of others in the Academy community. For example, students are advised to familiarise themselves with the location of fire exits and fire extinguishers.
- Under no circumstances are students to tamper with any fire fighting equipment or electrical equipment at the Academy.
- Students are not permitted to ride skateboards or rollerblades around the Academy campus.
- Climbing on external building fixtures, sporting fixtures or construction equipment is prohibited.

Many of the following responsible behaviours have been constructed with student health, safety and security in mind.

Attendance:
QAHS requires all students to be respectful of their obligation to attend classes at the scheduled daily start time. Students should not be on the campus prior to 7.00am or after 6pm each Academy day unless participating in an organised activity, prearranged meeting or under staff supervision as agreed with staff.

Students who arrive late should do so with a signed note from their parent/caregiver. In the event that the student does not have a signed note and at the sole discretion of the QAHS staff member, the student's parent may be contacted and advised of the late attendance.

In the event that a student has not attended classes for a day a parental note is required upon return to class. Should the student omit to provide a parental note when they resume attendance, the student's parent will be advised of the situation.

Academy Bounds:
During Academy hours, students are to remain within the bounds of the Academy unless a member of staff has given express permission. The following areas are out of bounds:
- Roofs of buildings
- All garden areas

- Areas located out of direct line of sight of teachers on rostered playground duty, specifically, behind the Sport Centre, behind the Lecture Theatre and the front of the school beyond the front façade of buildings.
- Staff rooms
- Classrooms without a teacher present
- Academy grounds outside of normally acceptable Academy hours
- Griffith University Campus unless in transit or through express permission of Academy staff
- Campus Living café (adjacent to QAHS)

Mobile Phone Policy:
Common courtesy remains the best parameter to determine the use of mobile phones. The following guidelines are based on the principles of common sense and courtesy and should provide for a consistent and fair response to mobile phone usage.
- It is the parents'/guardians' responsibility to give their consent for their child to carry a mobile phone to the Academy.
- Students who bring mobile phones to the Academy do so at their own risk.
- Students should ensure that they have a pin number for their phone and do not share this number with other students to avoid other students incurring charges.
- Students must observe correct phone etiquette, the phone must be turned off during all classes, meetings, assemblies etc (this means that students should not be receiving or sending text messages during these times).
- Students must not take mobile phones into change rooms, toilets or any other situation where the privacy of other students or staff can be compromised. Federal legislation contains heavy penalties for those who deliberately violate the right to privacy of individuals or groups.
- If a student is unwilling to comply with these guidelines the phone will be confiscated and returned to the parent/guardian upon their request.

Further information regarding the use of personal property technology devices at school is outlined in Appendix 1 *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*.

Motor Vehicles:
Students who drive to the Academy must not park on the Academy property without prior permission from the Principal, and student parking will be dependent on availability of parking spaces. Students are not to use their vehicles during Academy hours. Students must not under any circumstances transport other students unless the passenger has submitted prior written permission from their parents to the Principal of QAHS.

Alcohol, Prohibited Drugs & Tobacco:
Students are forbidden to consume/possess/supply or sell alcohol or prohibited drugs in or around the Academy. Students are also forbidden to possess any implement or instrument that is used to administer prohibited drugs.

The possession/use/supply and sale of tobacco (cigarettes) is forbidden in or around the Academy campus.

Should a student be found in possession of these prohibited items the consequence may be severe, up to and including suspension or recommendation for exclusion.

Weapons /Firearms and Dangerous Prohibited Items:
Students are forbidden to possess Weapons, Firearms and Dangerous items at the Academy. These include:

- Guns
- Knives/Blades/razors
- Martial Art Weapons
- Sling shots
- Blow pipes

Other Prohibited Items:

- Pornographic material
- Sniffing glue/paint
- Lighters/matches
- Permanent felt marker
- Chewing/bubble Gum

Sanctions for non-compliance will be a matter for standard Academy disciplinary process and may be referred to the Queensland Police Service.

Damaged Property/Vandalism:
The Academy is the property of all students and it is our expectation that the students will treat it with respect. In the event that Academy property has been damaged the responsible student should report the incident in a timely manner. Disciplinary action resulting from intentional damage/vandalism will be dependent on the intent and extent of the damage.

Sanctions for this behaviour will be a matter for standard Academy disciplinary process and may be referred to the Queensland Police Service.

Harassment:
Harassment in all forms is not acceptable at the Academy. Harassment includes acts of violence, verbal abuse, intimidation and bullying (as detailed below). Sexual Harassment may take the form of either physical or non-physical acts, all of which are unacceptable. These include, but are not restricted to: unwelcome touching or physical contact, innuendo or crude comments, jokes, offensive gestures and the display of photographs or other visual offensive material.

What may not appear as harassment to one student may be considered to be harassment and offensive to a reasonable person of similar age and maturity.

Bullying:
Bullying is an unacceptable behaviour at the Academy. Bullying is behaviour that is unwelcomed, hurtful, threatening or frightening and is directed at another person. This behaviour can be identified by a number of characteristics and is often a repeated behaviour.

These characteristics can fall into the following categories: physical, non-physical, electronic media and emotional. Examples of each are:

  i. <u>Verbal</u> - abusive telephone calls, intimidation, threats of violence, name calling, racist remarks, remarks containing sexual innuendos, abusive language, making and spreading false and malicious rumours.
  ii. <u>Physical</u> - spitting, pushing, shoving, fighting, kicking, biting, scratching, pinching, restricting movements of another person, and other unwelcomed physical contact that has the intent to harm, hurt or intimidate.
  iii. <u>Emotional</u> - manipulating behaviours, impairing friendships, staring, intentionally and systematically ignoring, excluding or isolating.

iv. Electronic Media - includes inappropriate use of text messages, emails, camera phones and websites including social networking sites, to cause harm, hurt or intimidation to another person.

Incidents of bullying should be reported by those who are aware of such behaviour. The Academy staff will gather information regarding the bullying incidents and deal with each case based on its circumstance.

Theft:
Theft of Academy or private property will not be tolerated. Students are not permitted to search in or remove items from another student's bag, locker or belongings without their explicit prior consent. To damage, destroy, alter, sell or offer as collateral the property belonging to others, without their consent is theft.

Any behaviour that brings the student and/or the Academy into disrepute, knowingly or unknowingly, is cause for addressing through the Academy's Behaviour Management Process and may result in consequences including exclusion.

7. Network of student support

A range of personnel exist to support student behaviour. Quality teaching and student engagement remain the preferred methods of ensuring appropriate student behaviour both within and outside the classroom. However, should students indicate that they are unable to demonstrate the behaviours and actions that QAHS community expects, the full range of support personnel will be mobilised to address individual student needs, including:

- MLC teacher (Care teacher)
- Year Level Coordinator
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- Guidance Officer
- HoD Global Learners
- Deputy Principal
- Principal
- Department of Child Safety
- Education Queensland and District Office personnel
- Child Youth Mental Health Services
- Lifeline / Kids Help Line
- Range of online support including www.beyondblue.org.au/ www.blackdoginstitute.org.au   www.JustAnswer.com www.**headspace**.org.au

8. Consideration of individual circumstances

It is considered that, while technically students may have been considered to have exhibited inappropriate behaviours, in some instances, individual actions should be judged on their merits. Where it is clear that actions, though inappropriate, were accidental, were in self-defence or were the result of previous appropriate actions, consideration will be given to the full application of the code of behaviour.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006

- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
All of the policies listed below can be accessed via http://ppr.det.qld.gov.au
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources
- Code of Conduct for School Students Travelling on Buses
  http://www.tmr.qld.gov.au/
- National Safe Schools Framework
  http://www.bullyingnoway.gov.au/teachers/nssf/index.html
- Working Together resources for schools
  http://education.qld.gov.au/studentservices/behaviour/qsaav/school-resource.html
- Cybersafety and schools resources
  https://www.qld.gov.au/education/schools/health/cybersafety/pages/cybersafety-
- Bullying. No way!   http://www.bullyingnoway.gov.au/
- Take a Stand Together   http://www.takeastandtogether.gov.au/index.html
- Safe Schools Hub

12. Endorsement

V. Rebgetz

Vanessa Rebgetz
Principal (Acting)

R Hart

Rachael Hart
School Council Chair

Effective date: February 2019 to December 2021

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The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once may not be permitted to have a personal technology device at school for fixed period of time as deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at QAHS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1], including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act

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[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement
Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. QAHS strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying at QAHS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at QAHS include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At QAHS there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at QAHS are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Within the context of the Mentor Learning Community Program, students are explicitly taught an understanding of cyberbullying, for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

- QAHS will then investigate and respond to any incident of cyberbullying.

Appropriate use of social media

QAHS embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

QAHS is committed to promoting the responsible and positive use of social media sites and apps.

No student of QAHS will face disciplinary action for simply having an account on Facebook or other social media site, provided the public images associated with the site do not bring QAHS into disrepute.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2,** it is unacceptable for students to bully, harass or victimise another person whether within QAHS's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of QAHS, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at QAHS engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of QAHS are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of QAHS the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

QAHS will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for

cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

QAHS strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, QAHS expects its students to engage in positive online behaviours.

The Code of
School
Behaviour
Better Behaviour
Better Learning